DOCUMENT RESUME

ED 323 275 UD 027 619

TITLE	Papers, Programs, and Technical Assistance Services for Educators of At-Risk Students.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	90
NOTE	110p.; Compiled by the Nation's Regional Educational Laboratories.
AVAILABLE FROM	Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
PUB TYPE	Reference Materials - Bibliographies (131) -- Reports - Descriptive (141) -- Information Analyses (070)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	American Indians; Annotated Bibliographies; *Dropout Prevention; *Dropout Programs; Educationally Disadvantaged; Educational Research; Elementary Secondary Education; *High Risk Students; Minority Group Children; Program Descriptions; *Research Reports; *Technical Assistance

ABSTRACT

This document is a set of resource summaries for educators of students at risk compiled by the nine regional educational laboratories. The summaries are divided into papers, programs, and technical assistance services. Student characteristics, effective remedial instruction strategies, and urban programs are emphasized. The 44 papers are published or unpublished reports, research syntheses, or position papers on issues related to at-risk students. The 22 programs describe specific interventions through schools, communities, or other agencies. The 18 technical assistance services are sources of information, training, or consultation. Each summary contains the following information: (1) a brief description of the resource; (2) keywords or descriptors; (3) the population targeted; (4) a contact person; and (5) the name of the laboratory submitting the entry. Alphabetical lists of summaries and a list of the addresses and telephone numbers of the nine regional laboratories are included. (FMW)

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PAPERS, PROGRAMS, AND TECHNICAL ASSISTANCE SERVICES FOR EDUCATORS OF AT-RISK STUDENTS

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Office of Educational Research and Improvement
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Compiled by the Nation's Regional Educational Laboratories

VD 027 619

A Working Document from the Collaboration on At-Risk Youth Sponsored by the Office of Education Research and Improvement U.S. Department of Education

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STUDENTS AT RISK PROGRAM

Far West Laboratory for
Educational Research and Development

The Students At Risk Program at Far West Laboratory is one of four field services programs designed to serve the region comprised of Arizona, California, Nevada, and Utah. The program focuses on improving the educational opportunities of students who are least likely to attain their full educational potential.

School districts, universities, state departments of education, and other agencies use our resources, technical assistance, and reports to improve and extend existing programs or to design and initiate new ones. Current research and development activities address issues such as the organization of schools for students at risk, the setup and delivery of programs for potential dropouts, involvement of the private sector in education and the coordination of special services for low achieving students.

The Students At Risk Program maintains a Regional Resource Center which monitors regional needs and resources, disseminates information and products, makes referrals to other agencies, and provides technical assistance. With a collection of over 600 reports and documents, the Center provides summaries of recent reports and research; identifies and disseminates information on promising approaches and programs for high-risk students; acts as a broker between agencies in the region and nationally; and provides technical assistance on program development and evaluation.

The Students At Risk Program also coordinates the work of the National Network of Regional Educational Laboratories on the theme *Kids at Risk*. As part of this collaboration, the laboratories exchange information on products and programs and co-sponsor conferences. This work enhances the efforts of all the laboratories to provide services for at-risk students in their respective regions.

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PAPERS, PROGRAMS, AND TECHNICAL ASSISTANCE SERVICES FOR EDUCATORS OF AT-RISK STUDENTS

Compiled by the Nation's Regional Educational Laboratories

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PREFACE

This document is a joint effort of the regional educational laboratories sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. As part of the "Task 5 Students At Risk" activity, participating staff at the laboratories compiled this set of resource summaries for educators of students at risk.

These summaries are divided into papers, programs, and technical assistance services. Papers are published or unpublished reports, research syntheses, or position papers on issues related to at-risk students. Programs refer to specific interventions through schools, communities, or other agencies; and technical assistance entries are sources of information, training, or consultation. Each summary contains a brief description of the resource, keywords or descriptors, the population targeted, a contact person, and the name of the laboratory submitting the entry.

This document is a work-in-progress. Through a linkage with an electronic database managed by NWREL, we are capable of periodic updates and revisions. At present, we anticipate an annual review. We welcome your comments and suggestions.

Larry F. Guthrie
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Coordinator,
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- Todd Fennimore, Dave Lidstrom, *North Central Regional Educational Laboratory*
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- Leslie Hergert, Marla E. Perez-Selles *Regional Laboratory for Educational Improvement of the Northeast and Islands*
- Frederick Smith, Marcia Graff *Southeastern Educational Improvement Laboratory*

A complete list of addresses and phone numbers of the nine regional laboratories follows.

THE NINE REGIONAL LABORATORIES

AEL — ***Appalachia Educational Laboratory***
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Charleston, West Virginia 25325

(304) 347-0400

FWL — ***Far West Laboratory for Educational Research and Development***
1855 Folsom Street
San Francisco, California 94103

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MCRL — ***Mid-Continent Regional Educational Laboratory***
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NCRL — ***North Central Regional Educational Laboratory***
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Elmhurst, Illinois 60126

(312) 941-7677

NRWL — ***Northwest Regional Educational Laboratory***
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RLNI — ***Regional Laboratory for Educational Improvement of the Northeast and Islands, Inc.***
290 South Main Street
Andover, Massachusetts 01810

(617) 470-0098

RBS — ***Research for Better Schools, Inc.***
444 North Third Street
Philadelphia, Pennsylvania 19123

(215) 574-9300

SEIL

Southeastern Educational Improvement Laboratory
P.O. Box 12748
200 Park, Suite 204
Research Triangle Park, North Carolina 27709-2748

(919) 549-8216

SEDL

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

(512) 476-6861

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Educating Children with Special Needs in the State of Washington: A Synthesis of Recent Studies. R. Gabriel (1986) 19

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Hope Revisited: Preschool to Graduation, Reflections on Parenting and School-Family Relations. E.E. Gotts (1989) 29

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Looking to the Future: Focus-Group Discussions about College and Careers with Minority Middle-School Students and Parents. Blackwater Associates, in conjunction with Sanita L. Savage (1989) 32

Making the Connection: A Report for Literacy Volunteers Working with Out-of-School Youth. N.F. Conklin & J. Hurtig (1986) 33

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Support Services for At-Risk Youth. M.E. Perez-Selles, L.F. Hergert (Ed.) (1989) 51

Teachers Do Make a Difference: What Indian Graduates Say About Their School Experience. J. Coburn & S. Nelson (1989) 52

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TITLE:

Kroeger, M. (editor), Hixson, J. (producer). (1987; 1988). *1987 AND 1988 REGIONAL CONFERENCES ON AT-RISK STUDENTS, PROCEEDINGS AND VIDEOTAPES.* Elmhurst, IL: North Central Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o at-risk students
- o teenage pregnancy
- o dropout prevention

POPULATION SERVED:

At-risk students.

DESCRIPTION:

Videotapes and conference proceedings are available from NCREL's two regional conferences on the topic of students at risk. The videotape of the first conference of 1987, "Success for At-Risk Students," provides highlights of this conference, and is intended to serve as an awareness-building vehicle well-suited for school inservice and community and civic programs. Three videotapes featuring key presenters are available from the 1988 conference. They include an opening keynote presentation by Victor Herbert, discussing successful intervention strategies, and a motivational speech by Samuel Proctor on educators' professional responsibility to address the needs of at-risk students.

The conference proceedings summarize key presentations. The 1987 conference proceedings include summaries of a policy seminar for educational leaders led by Larry Cuban and a forum on maintaining both equity and excellence in instruction. The 1988 conference proceedings include reports on sessions covering such efforts for at-risk students as emergent literacy, Ohio's Reading Recovery Program, dropout prevention efforts at the secondary level, and programs for pregnant and parenting teens.

SOURCE/CONTACT PERSON:

Donna Wagner, Dissemination Manager
North Central Regional Educational Laboratory
295 Emroy Avenue
Elmhurst, IL 60126.

(708) 941-7677

Educational Lab ID: *NCRL*

PAPERS & REPORTS

TITLE:

Johnson, R.T. (1988). *THE ABILITY TO RETELL A STORY: EFFECTS OF ADULT MEDIATION IN A VIDEO DISC CONTEXT ON CHILDREN'S STORY RECALL AND COMPREHENSION.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o at-risk
- o developmental differences
- o adult mediation
- o disadvantaged
- o low socioeconomic

POPULATION SERVED:

Four and five year olds.

DESCRIPTION:

This study provides a basis for determining the effects of a video-learning context on young children's abilities to recall and comprehend information, and the ability to retell a story with an adult mediator.

The report offers baseline descriptive data that suggest different ways that a video disc context can be used to help children comprehend and recall visual and verbal story information.

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(304) 347-0400

Educational Lab ID: *AEL*

PAPERS & REPORTS

TITLE:

Poku, K.A. (1988). *AN ANALYSIS OF VARIABLES AFFECTING PARENTS' USE OF PROTECTION AND ADVOCACY SERVICES.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o handicapped
- o special education
- o at-risk

POPULATION SERVED:

Developmentally disabled students.

DESCRIPTION:

The study explores variables that may affect parents' use of protection and advocacy services to resolve perceived grievances in the delivery of special education services to their children.

The data describe possible relationships between parent variables--age, race, education, income, socioeconomic status, family-life structure, and the use of protective-advocacy services. Recommendations are offered in relation to potential directions for planning in the operations of the protective and advocacy service agencies and the schools.

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PAPERS & REPORTS

TITLE: *AT-RISK YOUTH REGIONAL SURVEY: PRELIMINARY SUMMARY.* (1986). Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o unemployment
- o dropouts
- o poverty
- o crime

POPULATION SERVED: Policy and decision makers interested in Northwest state initiatives that address at-risk youth.

DESCRIPTION: This report describes the purposes, procedures, and findings from a telephone survey conducted by NWREL in August, 1986, of the six states in the NWREL service region: Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. The intent was to obtain a quick overview of what policy initiatives exist or are being planned in these states that address the needs of at-risk youth so NWREL could continue work in this area and better articulate the work of others. The survey was also undertaken to help NWREL prepare an agenda and list of policy people to invite to a regional conference on meeting the needs of at-risk youth planned for March, 1987. Within the broad intent of the survey were four specific purposes: (1) to identify state or regional policy initiatives in the Northwest that are planned, currently under way, or completed within the past two years; (2) to summarize the purposes and approaches of these initiatives; (3) to record the names of agencies and individuals involved as well as their addresses and telephone numbers; and (4) to collect actual policy documents for later review and analysis.

SOURCE/CONTACT PERSON:

Dr. Tom Owens
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101 S.W. Main Street
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(503) 275-9500

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PAPERS & REPORTS

TITLE:

Crohn, L. (1987). *AT-RISK YOUTH: A SELECTED BIBLIOGRAPHY.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o dropouts
- o drug and alcohol abusers
- o crime
- o pregnancy
- o parental role
- o unemployment

POPULATION SERVED:

Educators and others interested in research and information related to youth at risk.

DESCRIPTION:

This selected bibliography lists research findings and other materials related to youth at risk in the following categories: general, dropouts, drug and alcohol abusers, youth offenders, teen parents, young children at risk, and unemployed youth.

SOURCE/CONTACT PERSON:

Dr. Rex Hagans
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PAPERS & REPORTS

TITLE:

Pendarvis, E. & Howley, A. (1988). *DEVELOPMENTAL TEACHING: A COGNITIVE APPROACH TO IMPROVING STUDENT ACHIEVEMENT.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o cognitive skills
- o academic skills
- o mediation
- o active learning
- o concept development

POPULATION SERVED:

Elementary school grades.

DESCRIPTION:

According to a description of a Developmental Teaching program prepared for the Appalachia Educational Laboratory (AEL), the process focuses on integrating student instruction in academic and cognitive skills. The process, according to Pendarvis and Howley, is particularly effective with low achievers because teachers explain the distinguishing features of new concepts and then represent them visually in diagrams. The greatest student achievement gains, they said, appear to be in language arts, but the program can be used effectively in mathematics as well.

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Educational Lab ID: *AEL*

PAPERS & REPORTS

TITLE:	Fennimore, T.F. (1989). *DROPOUTS: STRATEGIES FOR PREVENTION (POLICY BRIEF).* Elmhurst, IL: North Central Regional Educational Laboratory
KEYWORDS/DESCRIPTORS:	o dropout prevention o at-risk students o policies for at-risk students
POPULATION SERVED:	Policymakers; administrators; teachers; at-risk students.
DESCRIPTION:	The introduction to the policy brief presents a national perspective on the dropout problem, building-level interventions that are traditionally used in dropout prevention efforts, current issues in dropout prevention, and suggested policy directions. The main body of the policy brief reviews the policy initiatives in dropout prevention in the region served by North Central Regional Educational Laboratory (NCREL). References and resources for further information are also indicated.
SOURCE/CONTACT PERSON:	Donna Wagner Dissemination Manager North Central Regional Educational Laboratory 295 Emroy Avenue Elmhurst, IL 60126. (708) 941-7677

Educational Lab ID: *NCRL*

PAPERS & REPORTS

TITLE: *EARLY CHILDHOOD PROGRAMS AND POLICY IN THE NORTHWEST AND HAWAII: A REGIONAL DEPICTION STUDY* (Vol. I); *A FRAMEWORK FOR POLICY DEVELOPMENT* (Vol. II); *POLICY ISSUES AND OPTIONS* (Vol. III) (1989). Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS: o early childhood education and care

POPULATION SERVED: Policy makers interested in an in-depth analysis of the ways in which services can be provided to best meet statewide and local needs for early childhood education and care.

DESCRIPTION: NWREL has prepared a series of reports on early childhood programs and policies to assist educational policy makers as they address these issues in their own states and districts:

1. *Early Child Programs and Policy in the Northwest and Hawaii: A Regional Depiction Study*

   This report reviews the validated need for early childhood programs, discusses the expanding public commitment to early childhood programs, and looks at the response of six states in the NWREL service region: Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. The Depiction Study offers detailed information on programs and public funding of programs for specialists and planners.

2. *Early Childhood Programs and Policy in the Northwest and Hawaii: A Framework for Policy Development*

   Discussed in this report are emerging state concerns related to implementation of early childhood programs, including an analysis of programs offered in the Northwest and Hawaii, a cost analysis of programs illustrated by costs in one sample state in the region, and implication of the federal context. The analysis framework is designed as a tool to assist policy developers with data- based long-range planning for meeting the varied needs of their states' young children.

TITLE: *Early Childhood Programs and Policy in the Northwest and Hawaii: A Regional Depiction Study ;A Framework for Policy Development; Policy Issues and Options* (continued)

3. *Early Childhood Programs and Policy in the Northwest and Hawaii: Policy Issues and Options*

This paper presents a set of policy issues that must be considered whenever policy decisions regarding early childhood programs and practices are being made. It provides a necessary synthesis of the key issues in early childhood for use by policy leaders.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *NWRL*

PAPERS & REPORTS

TITLE:

Gabriel, R. (1986). *EDUCATING CHILDREN WITH SPECIAL NEEDS IN THE STATE OF WASHINGTON: A SYNTHESIS OF RECENT STUDIES.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o administrative leadership
- o school programs
- o poverty

POPULATION SERVED:

State and local educators, policy and decision makers who are concerned about serving children with special needs.

DESCRIPTION:

The Washington State Superintendent of Public Instruction commissioned several studies to investigate the educational processes and outcomes of students with "special needs" throughout the state. "Special needs" children were defined as those not achieving in the classroom at a level expected for their age or grade, due to a variety of causes ranging from learning disorders arising from a physically handicapping condition to the cumulative effects of living in poverty. The studies spanned the continuum of sources of special educational needs. This report synthesizes the results of these studies, and describes the current state of the art in education of special needs children throughout the state of Washington and concludes with policy recommendations for the educational system in Washington.

SOURCE/CONTACT PERSON:

Dr. Roy Gabriel
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Educational Lab ID: *NWRL*

TITLE:

Lanier, M.W. (1987). *EDUCATIONAL EXCELLENCE AND POTENTIAL DROPOUTS: THEORY, RESEARCH, AND POLICY IMPLICATIONS* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o problematic reform
- o educational excellence
- o equity
- o dropout

POPULATION SERVED:

State decisionmakers.

DESCRIPTION:

As a result of the current wave of educational reform, numerous states have raised their educational standards. Such standards often require more academic content in the high school curriculum, mandate minimum achievement levels, and demand more time for learning. Although positive effects can be expected for many students and probably for education as a whole, these higher standards may have negative consequences for some students, particularly those at risk of droping out of schools.

This paper reviews the causes of dropping out and discusses the reforms that most threaten at-risk students. It then recommends actions that state and local policymakers can take, given these new, higher standards, to enhance the educational prospects of at-risk population.

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Educational Lab ID: *AEL*

PAPERS AND REPORTS

TITLE:	Pepper, F. & Nelson, S. (1985). *EFFECTIVE PRACTICES IN INDIAN EDUCATION: ADMINISTRATOR'S MONOGRAPH.* Portland, OR: Northwest Regional Educational Laboratory.
KEYWORDS/DESCRIPTORS:	o achievement/academic performance o cultural experience o administrative leadership o school programs
POPULATION SERVED:	Administrators in schools serving Indians students.
DESCRIPTION:	NWREL has identified successful practices in the administration of schools serving Indian students. These practices formed the basis for the development of this administrator handbook which has proven acceptable to the schools where it has been tested. Much of the handbook addresses general school administrative issues, rather than providing simple solutions to "Indian problems." The handbook describes administrative practices which are effective with schools in general and with Indian schools in particular. Some practices are unique to the Indian community setting. These practices relate to the special cultural norms and social structure of an Indian community. Other practices are concerned with eliminating the barriers between home and school created in past generations. Finally, some practices deal with emphasizing the uniquely American cultural contributions of Indian people. Each of these practices helps to enhance the achievement of Indian and non-Indian students alike.
SOURCE/CONTACT PERSON:	Mr. Joe Coburn Northwest Regional Educational Laboratory 101 S.W. Main Street Suite 500 Portland, Oregon 97204 (503) 275-9500

Educational Lab ID: *NWRL*

PAPERS & REPORTS

TITLE:

Butterfield, R. (1985). *EFFECTIVE PRACTICES IN INDIAN EDUCATION: CURRICULUM MONOGRAPH.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o cultural experience
- o teacher education
- o school programs

POPULATION SERVED:

Administrators and teachers of schools serving Indian students.

DESCRIPTION:

A major focus of the Research and Development for Indian Education Program (RDIEP) during 1982-84 was the identification and dissemination of effective strategies for working with Indian students and communities. Much attention was devoted to the identification of educational practices which the research literature demonstrated to be positively linked to school achievement. This research clearly showed that instructional, curricular, and administrative practices do exist which can improve students' academic progress. Although much of this research base involved urban minority and suburban nonminority populations, it was still felt that the findings had important ramifications for the Indian student in the rural, reservation school. This monograph in curriculum adaptation was tested in five schools in the Northwest in 1983-85. Input from the teachers and administrators using the monograph was incorporated into this final edition.

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Educational Lab ID: *NWRL*

TITLE:

Pepper, F. (1985). *EFFECTIVE PRACTICES IN INDIAN EDUCATION: TEACHER'S MONOGRAPH.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o cultural experience
- o teacher education
- o school programs

POPULATION SERVED:

Administrators and teachers in schools serving Indian students.

DESCRIPTION:

The purpose of this monograph is to help teachers of Indian students become more knowledgeable and effective in their everyday instruction and classroom management. The monograph focuses on the elementary level, but has important ramifications for all classrooms. It is an outgrowth of the research base developed through the effective schooling movement. Instructional practices were identified from the research on effective schools which were directly linked to student achievement. The monograph contains effective teaching practices applicable to most school situations with emphasis on those practices needed by teachers of Indian students. This monograph in curriculum adaptation was tested in five schools in the Northwest in 1983-85. Input from the teachers and administrators using the monograph was incorporated into this final edition.

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Educational Lab ID: *NWRL*

TITLE:	*EFFECTIVE REMEDIATION STRATEGIES IN MATHEMATICS.* Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.
KEYWORDS/DESCRIPTORS:	o achievement/academic performance o task performance o teacher education
POPULATION SERVED:	K-12 mathematics teachers and supervisors.
DESCRIPTION:	This research presents three tools for assessing effective remediation practices: "Characteristics of an Effective Math Remediation Teacher," "Effective Remedial Mathematics Teacher Checklist," and the Math Remediation Methods Questionnaire (MRMQ.)
SOURCE/CONTACT PERSON:	Frederick Smith Program Manager for Mathematics Southeastern Educational Improvement Laboratory P. O. Box 12748 Research Triangle Park, NC 27709-2748 (919) 549-8216

Educational Lab ID: *SEIL*

PAPERS & REPORTS

TITLE:

Druian, G. & Butler, J. (1987). *EFFECTIVE SCHOOLING AND AT-RISK YOUTH: WHAT THE RESEARCH SHOWS.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o administrative leadership
- o school climate

POPULATION SERVED:

Administrators, teachers, other educators interested in serving at-risk youth.

DESCRIPTION:

This paper, developed by the School Improvement Program at NWREL, examines two sets of research--effective schooling, and at-risk youth--to determine the relationship between the two. The authors seek answers to the question: Given that we know something about what makes schools effective, will those techniques, processes, and procedures also get results with at-risk youth in schools? This paper takes a first step toward answering that question as to whether there is a "fit" between techniques shown to be effective with at-risk youth and the conclusions reached by the effective schools researchers.

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PAPERS & REPORTS

TITLE:

Zimmerman, G.J. (1987). *EFFECTS OF MICROCOMPUTER AND TACTILE AID SIMULATION OF NOVEL ENVIRONMENTS ON THE SPATIAL LAYOUT OF CONGENITALLY TOTALLY BLIND PERSONS.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o congenital blindness
- o handicapped
- o tactile graphic
- o learning aids

POPULATION SERVED:

Congenitally blind persons, special education teachers.

DESCRIPTION:

The report examines the impact of the use of microcomputer simulations versus tactile graphic aid simulation in the speed and accuracy of congenitally blind persons in learning the spatial layout of landmarks in a large-scale novel space. The findings of differences in performance are presented and implications for teaching the blind are discussed.

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PAPERS & REPORTS

TITLE:

END OF THE ROAD: RURAL AMERICA'S POOR STUDENTS AND POOR SCHOOLS (1988). Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o poverty
- o rural schools

POPULATION SERVED:

Educators and policy makers concerned with the quality of education in small, rural schools.

DESCRIPTION:

The National Rural, Small Schools Task Force prepared this report based on data that reveal some rural schools suffer from chronic, severe burdens across multiple indicators. Such schools have a significant portion of their students from low-income families. However, the schools themselves are also poor in dollars, achievement levels of students, and in the richness of courses they offer. The Task Force believes that some rural, small schools are as much at risk as the students they enroll. This report reviews the data on rural schools by state, examines primary practices for rural schools, and offers recommendations for action.

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Educational Lab ID: *NWRL*

TITLE:

Gotts, E.E. (1989). *HOPE, PRESCHOOL TO GRADUATION: CONTRIBUTIONS TO PARENTING AND SCHOOL-FAMILY RELATIONS THEORY AND PRACTICE.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o academic achievement
- o intervention
- o program effectiveness
- o parent-child relationship
- o home-oriented preschool education program
- o prevention

POPULATION SERVED:

Preschool children, K-12.

DESCRIPTION:

As the title suggests, this paper examines the long-term impact of the Home-Oriented Preschool Education (HOPE) program, an alternative preschool program that was tested in southern West Virginia through the Appalachia Educational Laboratory (AEL). The report highlights high school graduation statistics of the participants, and the effect of home visitation. Additional findings suggest effective school-home relations as a method for positively impacting a child's educational experience.

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PAPERS & REPORTS

TITLE:

Gotts, E.E. (1989). *HOPE REVISITED: PRESCHOOL TO GRADUATION, REFLECTIONS ON PARENTING AND SCHOOL-FAMILY RELATIONS.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o academic achievement
- o academic failure
- o dropouts
- o family-school relationship
- o prevention
- o student adjustment

POPULATION SERVED:

Preschool children, K-12.

DESCRIPTION:

This occasional paper by Gotts focuses on the results of the Home-Oriented Preschool Education (HOPE) Program, which was designed as an alternative to traditional preschool programs.

Numerous follow up studies of the HOPE program have gauged the impact of this program. This paper presents a snapshot of the total HOPE project, from its inception in 1966 to the final follow-up phase from 1985-1989. At its close, the paper focuses on the project's impact on parenting and school-family relations.

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PAPERS & REPORTS

TITLE:

Gabriel, R. & Anderson, P. (1987). *IDENTIFYING AT-RISK YOUTH IN THE NORTHWEST STATES: A REGIONAL DATABASE.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o attendance
- o delinquency/discipline
- o drug/alcohol abuse
- o pregnancy
- o social skills
- o poverty
- o crime
- o dropouts
- o unemployment

POPULATION SERVED:

State and local education policy and decision makers.

DESCRIPTION:

The purpose of the Database and School Profiling Project at NWREL is to assist states, local districts, and schools in the development and use of information systems in policy and decision making. NWREL has modeled the development and use of a large database directed toward at-risk youth--a policy issue of central concern to its constituency. This report answers the question "Who is at risk?" relying on current literature and using the information in the regional database to illustrate their prevalence within and across the six states in the NWREL service region. In all, more than a dozen indicators of risk are described in this report. It concludes with a discussion of the stages of database development, potential uses of a database, and a sampler of policy implications of the information produced from the NWREL database.

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PAPERS & REPORTS

TITLE:

Fink, D.B. (1987). *LATCHKEY CHILDREN AND SCHOOL/AGE CHILD CARE: A BACKGROUND BRIEFING.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o children in self care
- o latchkey phenomenon
- o school age child care
- o caregivers

POPULATION SERVED:

State decisionmakers.

DESCRIPTION:

Millions of children in the United States take care of themselves for some of the hours before and after school and on the days that schools are closed. From the observation that many wear their house keys on strings around their necks, these children have come to be called "latchkey children."

This paper reviews the latchkey phenomenon and describes a multiplicity of responses being tried by schools and communities across the country. These responses generally fall into two categories: (1) efforts to reduce the number of children in self care or (2) efforts to provide support and education to children and families in latchkey experiences. finally, the paper outlines seven considerations for educational policymakers.

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PAPERS AND REPORTS

TITLE:

Blackwater Associates, in conjunction with Sanita L. Savage (1989). *LOOKING TO THE FUTURE: FOCUS-GROUP DISCUSSIONS ABOUT COLLEGE AND CAREERS WITH MINORITY MIDDLE-SCHOOL STUDENTS AND PARENTS.* Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.

KEYWORDS/DESCRIPTORS:

- o minority teacher recruitment
- o focus-group discussions
- o preparation for college

POPULATION SERVED:

Administrators, guidance counselors, teacher recruiters, departments of education, minority community organizations.

DESCRIPTION:

This paper was developed because of the concern for the declining college enrollment of minority students, despite increasing high school graduation rates. Through focus-group discussions with minority students and their parents, the Southeastern Educational Improvement Laboratory (SEIL) staff sought to learn more about minority students' and parents' perceptions of what it takes to prepare for and be successful in college. The focus-group participants included black 7th- and 8th-grade students and their parents. School personnel selected academically or economically "at-risk" students possessing the potential to do college work to participate in the focus-group discussions. The report includes students' responses, parent responses, and major recommendations of the focus/group facilitators.

The outcome of these discussions has provided a better understanding of these issues and was used to guide the development of appropriate resource materials. The resulting resource guide for use by community organizations will be used to help stimulate the number of minority students entering college and becoming professionals in educational fields.

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PAPERS & REPORTS

TITLE:

Conklin, N. F. & Hurtig, J. (1986). *MAKING THE CONNECTION: A REPORT FOR LITERACY VOLUNTEERS WORKING WITH OUT-OF-SCHOOL YOUTH.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o attendance
- o community involvement
- o dropouts

POPULATION SERVED:

Educators, business leaders, literacy and basic skills program planners, tutor trainers, volunteers, and other citizens who are concerned about increasing rates of illiteracy among out-of-school youth.

DESCRIPTION:

NWREL recently conducted an on-site study of the basic skills levels and educational training needs of out-of-school youth in the Portland area, examining the feasibility of providing literacy training through the social service agencies which already serve them. The results of the study indicate that: (1) the most effective way to provide basic skills tutoring to alienated out-of-school youth is through individualized tutoring in a comfortable context under the supervision of a trusted counselor; (2) volunteers must be recruited to work with these youth, because existing youth service agency personnel cannot function as tutors, nor are sufficient resources available to fund additional staff to provide the tutoring or to create new programs; and (3) volunteers must have both training and experience in literacy tutoring and in working with discouraged, disadvantaged teenage learners. This report synthesizes the current research on school dropouts, reports on the literacy practices and skill levels of out-of-school youth, and offers guidelines for developing literacy training programs at social service agencies to meet the needs of these youth.

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PAPERS & REPORTS

TITLE:

Crohn, L. (1987). *MEETING THE NEEDS OF YOUTH AT RISK: PUBLIC POLICY AND INTERAGENCY COLLABORATION.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o drug and alcohol abuse
- o pregnancy
- o school programs/community involvement
- o unemployment
- o dropouts
- o crime

POPULATION SERVED:

Educational and vocational education leaders and community members who are interested in issues related to the future of at-risk youth.

DESCRIPTION:

This report serves as the proceedings document from a conference on youth at risk sponsored by NWREL, the Education Commission of the States, and the National Alliance of Business held in Portland, Oregon on March 4-5, 1987. The conference brought together leaders in education, business, government, and health and human service agencies to examine policy issues related to potential dropouts, youth offenders, drug and alcohol abusers, teen parents, young children at risk, unemployed youth, and compensatory education. Selected major presenters at the conference included Frank Newman, President, Education Commission of the States, Denver, Colorado; Edward J. Meade, Jr., Chief Program Officer, the Ford Foundation, New York, New York; Michael A. Buscemi, Chairman, National Coalition for the Prevention of Drug and Alcohol Abuse, and Senior Vice President, the Quest National Center, Columbus, Ohio; and Jule M. Sugarman, Secretary, Department of Social and Health Services, Washington State, and former Associate Chief, U.S. Children's Bureau, and Director, Office of Child Development, HEW.

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TITLE:

Miller, B. (1989). *THE MULTIGRADE CLASSROOM: A RESOURCE HANDBOOK FOR SMALL, RURAL SCHOOLS.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o school programs
- o rural education
- o teacher training

POPULATION SERVED:

Educators in small, rural schools interested in multigrade classroom strategies.

DESCRIPTION:

This handbook was developed in response to issues raised by rural educators regarding multigrade classroom instruction. NWREL's Rural Education Advisory Committee agreed that multigrade teacher training in their respective states was either lacking or wholly inadequate. They were also concerned about the availability of research and training materials to help rural, multigrade teachers improve their skills. This handbook was developed around six instructional areas: classroom organization, classroom management and discipline, instructional organization and curriculum; instructional delivery and grouping, self-directed learning, planning and using peer tutoring. The handbook serves three purposes: (1) to provide an overview of current research on multigrade instruction; (2) to identify key issues teachers face when teaching in a multigrade setting; and (3) to provide a set of resource guides to assist novice and experienced multigrade teachers in improving the quality of instruction.

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PAPERS & REPORTS

TITLE:

James, B. H. (1988). *PARENTAL INVOLVEMENT: ASKING THE REAL QUESTIONS.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o parent involvement
- o parent/community involvement
- o at-risk students
- o intercultural communications
- o parent networking

POPULATION SERVED:

Minorities, parents, nonadvantaged groups interested in improving the academic performance of their children.

DESCRIPTION:

The first section of the report is comprised of narratives about the Regional Liaison Center's (RLC) efforts to facilitate parent involvement, and narration of the events and projects that were initiated to mobilize parents, groups, organizations, and communities that have not had access to, success with, or full partnership in the educational delivery system.

The second and third sections of the report present a model for planning parent/community networking strategies with the principles that served as a basis for conceptualizing the model, and advisory steps for enabling minority and nonadvantaged parents and communities to communicate and work effectively with schools through the development of viable programs in which the needs of the parents and the community are matched with involvement program objectives.

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PAPERS & REPORTS

TITLE:

Thomas, S. & West, B. (1989). *PARENTS AS A MAJOR RESOURCE IN RURAL SCHOOLS OF THE SOUTHEAST.* Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.

KEYWORDS/DESCRIPTORS:

- o rural schools
- o parent involvement
- o partnerships
- o communication between schools and parents
- o resource guide

POPULATION SERVED:

Rural teachers and administrators.

DESCRIPTION:

Parents as a Major Resource in Rural Schools of the Southeast offers educators suggestions for increasing parent involvement in rural schools. Communication between schools and parents is an essential ingredient for the success of children in school. Parental involvement, through organizations like PTAs, has not been particularly successful in rural areas, especially in low income rural areas. Thus, it is necessary for the schools to take the initiative to get parents actively involved in support roles.

This paper provides useful suggestions for improving communication between rural schools and parents. Guidelines for home visits, telephone calls, newsletters, group meetings, development of public relations programs, and recruitment of school volunteers are included in the paper. The suggestions are supported by descriptions of activities and experiences from schools participating in the Southeastern Educational Improvement Laboratory's rural education assistance program.

SOURCE/CONTACT PERSON:

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PAPERS & REPORTS

TITLE:

Humes, C. W. (1988). *PERSONALITY TYPES AND VOCATIONAL INTERESTS OF LEARNING DISABLED HIGH SCHOOL STUDENTS.* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o at-risk
- o learning disabled
- o handicapped
- o resource room

POPULATION SERVED:

Learning disabled high school students.

DESCRIPTION:

The report focuses on career planning for learning disabled (LD) high school students. The design examined the relationship between personality configurations of LD students in high school and their vocational interests, and implications for counselors involved in the career planning of those students.

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Educational Lab ID: *AEL*

TITLE:

Trostle, S.L., and Merrill, B. (1987). *PREKINDERGARTEN PROGRAMS IN PUBLIC SCHOOLS: A NATIONAL AND STATE REVIEW* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o at-risk children
- o early childhood education
- o disadvantaged children
- o prekindergarten programs

POPULATION SERVED:

State decisionmakers.

DESCRIPTION:

Given the current discussion on the advantages of early intervention for at-risk students, many states are investigating the costs and benefits said to be associated with prekindergarten programs.

This paper describes the problems, reviews state activity in providing programs for three and four year olds, and discusses implications for policy initiatives.

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PAPERS AND REPORTS

TITLE:

Guthrie, L.F., Guthrie, G.P., van Heusden, S., & Burns, R. (1989). *PRINCIPLES OF SUCCESSFUL CHAPTER 1 PROGRAMS: A GUIDEBOOK FOR RURAL EDUCATORS.* San Francisco, CA: Far West Laboratory for Educational Research and Development.

KEYWORDS/DESCRIPTORS:

- o school programs
- o rural education
- o achievement/academic performance
- o effective practices
- o Chapter 1/federal programs

POPULATION SERVED:

K-12.

DESCRIPTION:

This guidebook will help rural schools respond to the emphasis of the new Chapter 1 legislation on school improvement and outcomes for students.

From a review of various research and evaluation studies, the authors have distilled five key principles for planning and implementing successful rural Chapter 1 programs. The five principles are: Basic and Advanced Skills, Intensive Early Intervention, Coordination, Extra Quality Time, and Parent Involvement (BICEP). The guidebook describes each principle and provides guidelines for implementation.

To illustrate the principles, the guidebook profiles three districts which have implemented especially innovative Chapter 1 programs.

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Educational Lab ID: *FWL*

TITLE:

Green, K. R. & Baker, A. (1986). *PROMISING PRACTICES FOR HIGH-RISK YOUTH IN THE NORTHWEST REGION: INITIAL SEARCH.* Portland, OR: Northwest Regional Educational Laboratory (ERIC #ED271660).

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o attendance
- o self-concept/self-esteem
- o school programs
- o dropouts

POPULATION SERVED:

State, district, and school-level educational leaders from both traditional and alternative education associations who are interested in improving their services for at-risk youth.

DESCRIPTION:

The authors review national studies as well as studies and programs from the Northwest region. They find that most of what is considered "effective" or "promising" is a matter of expert testimony, experience, and observation as opposed to outcomes-based evaluation. Common characteristics of successful programs usually include creative staffing, individualized and personalized curriculum, integration of basic skills with world of work reality, community involvement, and strong administrative support.

SOURCE/CONTACT PERSON:

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PAPERS & REPORTS

TITLE:

Guthrie, L.F., Guthrie, G.P., & van Heusden, S. (1989). *PROVIDING OPTIONS FOR AT-RISK YOUTH: THE HEALTH AND MEDIA ACADEMIES OF OAKLAND.* San Francisco, CA: Far West Laboratory for Educational Research and Development.

KEYWORDS/DESCRIPTORS:

- o school programs
- o dropout prevention
- o vocational skills
- o self-concept/self-esteem
- o achievement/academic performance

POPULATION SERVED:

High school students.

DESCRIPTION:

This paper documents two innovative intervention programs for high-risk youth in Oakland, California: the *Health Academy* and the *Media Academy*. A collaborative effort of the school, district, and private sector, the academies are school-within-a-school programs which engage at-risk students in a specific academic curriculum over three years. Students enjoy smaller classes and increased personal attention in a decentralized setting while preparing for post-secondary education or skilled entry-level employment.

The paper examines student achievement, attendance, and graduation rates as well as program planning and development, curriculum design, and perceptions of teachers and students. Findings should objectively validate program effectiveness and help educators interested in the academy model begin to replicate the program.

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Educational Lab ID: *FWL*

TITLE:

Rowan, B. and Guthrie, L.F. (1989). *THE QUALITY OF CHAPTER 1 INSTRUCTION.* In R.E. Slavin (Ed.), Effective programs for students at risk. New York, NY: Allyn & Bacon, Inc.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o task performance
- o school programs
- o Chapter 1/federal programs

POPULATION SERVED:

Researchers, Chapter 1 directors, administrators.

DESCRIPTION:

This paper summarizes results from a recently completed study of Chapter 1 whole-day experiences. One of eight studies that made-up the *National Assessment of Chapter 1* mandated by Congress in 1985, this project studied the design and operations of Chapter 1 programs at the point of service delivery. At 24 schools around the country, over 2000 hours of academic instruction were observed, and interviews were conducted with over 400 teachers, administrators, and students. The study focused on three issues: the characteristics of Chapter 1 instruction relative to research findings on the features of effective instruction; variations in instructional quality and their relation to local project designs; and the extent and nature of coordination between Chapter 1 and regular instructional programs.

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Educational Lab ID: *FWL*

PAPERS & REPORTS

TITLE:

Cotton, K. (1987). *REDUCING TEACHER TURNOVER IN RESERVATION SCHOOLS: A GUIDE FOR ADMINISTRATORS.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o cultural experience
- o administrative leadership
- o school programs

POPULATION SERVED:

Administrators in schools serving Indian students concerned with high rates of teacher turnover.

DESCRIPTION:

This guide was developed for Indian reservation school administrators who wish to have a better understanding of the issues surrounding teacher turnover and to gain information to help reduce teacher turnover. Schools located on or near Indian reservations have a much higher rate of teacher turnover than schools in other kinds of settings. Reservation schools are almost invariably rural schools and teacher turnover in rural schools is higher than in urban or suburban settings--nearly nine percent nationally in 1983 and much higher in many areas. This high rate of teacher mobility is an ongoing source of distress to administrators, teachers, and community members concerned about the education of children in these schools. Frequent teacher turnover inhibits the development of a systematic, coherent academic program. This guide was developed for reservation school administrators who wish to have a better understanding of the issues surrounding teacher turnover and to gain information to help reduce teacher turnover.

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PAPERS & REPORTS

TITLE:

Catterall, J.S. (1987). *SCHOOL DROPOUTS: POLICY PROSPECTS* Charleston, WV: Appalachia Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o dropout
- o dropout prevention
- o dropout phenomenon

POPULATION SERVED:

State decisionmakers.

DESCRIPTION:

The nation's attention is focused on the nagging problem of high school dropouts. Resources are mobilized in a search for solutions. Whether meaningful programs result from this increased attention depends on the actions of all who care: educators, employers, legislators, policy researchers, parents, and students themselves.

This paper reviews current knowledge about (a) students most at risk of dropping out and (b) programs designed to help potential dropouts. Implications for policymakers are also discussed.

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PAPERS AND REPORTS

TITLE:

Comer, J. P. (1980). *SCHOOL POWER: IMPLICATIONS OF AN INTERVENTION PROJECT.* New York, NY: The Free Press.

KEYWORDS/DESCRIPTORS:

- o achievement
- o cultural experience
- o values
- o motivation
- o school programs
- o urban
- o self-esteem
- o social skills
- o parental role

POPULATION SERVED:

Elementary schools.

DESCRIPTION:

School Power demonstrates the effect of psychological, social and institutional forces on the performance of administrators, teachers, parents, and students in school. it shows how a university (Yale Child Study Center), a public school system, and parents worked together to move problem schools to an acceptable level of social and academic achievement. Describes in detail the way that clinicians and educators used the knowledge of social behavioral science and education to overcome poor motivation, low self-esteem, discipline problems, and serious learning disabilities. Illustrates how parents and staff resolved and prevented school-community and interpersonal tensions. Methods and findings are based on twelve years of work in inner city schools in New Haven, CT, but are applicable to all schools. Key features of the program are the child development component, parent and community involvement program, the development of a social skills curricula, and a Mental Health Team.

SOURCE/CONTACT PERSON:

The Free Press
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PAPERS & REPORTS

TITLE:

Jones, B.F., Palincsar, A.S., Ogle, D.S. & Carr, E.G. (1987). *STRATEGIC TEACHING AND LEARNING: COGNITIVE INSTRUCTION IN THE CONTENT AREAS.* Elmhurst, IL: North Central Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o cognitive instruction
- o instructional strategies
- o at-risk students

POPULATION SERVED:

Students, at-risk students, teachers, curriculum specialists.

DESCRIPTION:

This book is jointly published by the North Central Regional Educational Laboratory (NCREL) and the Association for Supervision and Curriculum Development (ASCD). Strategic Teaching and Learning explores a thinking process for teaching that allows all students, of all abilities, to learn successfully. The first section of the book provides a framework for strategic teaching, covering the new learning research, defining strategic thinking in teaching, and explaining how lesson plans can be developed based on this notion of strategic teaching. The second section of the book applies strategic teaching to the content areas of science, social studies, mathematics, and literature.

The concept of strategic teaching has important applications to the problem of students at risk of academic failure for two reasons. First, recent research indicates that students are often at risk of academic failure because they have not developed a repertoire of strategies for learning, thinking, monitoring their cognitive processes, and transferring newly-acquired knowledge to different domains. Strategic teaching is teaching that promotes the development of this repertoire for at-risk students. Such teaching stands in stark contrast with the traditional drill-and-practice of basic skills to which most at-risk students are subjected. Second, strategic teaching is intended to be used with all students so that both high and low/achieving students may benefit from the same instruction. Thus, strategic teaching is a means of effectively instructing a heterogeneous group of students, and thereby represents an alternative to ability tracking, a practice which has been shown to have deleterious effects on the self-esteem of at-risk

TITLE:	*Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.* (continued)
	students and their access to rich and meaningful knowledge.
SOURCE/CONTACT PERSON:	Donna Wagner Dissemination Manager North Central Regional Educational Laboratory 295 Emroy Avenue Elmhurst, IL 60126 (708) 941-7677

Educational Lab ID: *NCRL*

PAPERS & REPORTS

TITLE:

Guthrie, L.F., Long, C., & Guthrie, G.P. (1989). *STRATEGIES FOR DROPOUT PREVENTION.* San Francisco, CA: Far West Laboratory for Educational Research and Development.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o school programs
- o vocational skills
- o dropouts

POPULATION SERVED:

High school students.

DESCRIPTION:

As background to this report, the authors reviewed nearly 200 dropout prevention programs in the four-state region served by Far West Laboratory. They interviewed a wide range of program directors and school administrators and conducted site visits to specific program sites.

In the report, the authors argue that schools need to reach out to business, community agencies, and parents to develop more effective approaches. They go on to describe five especially promising dropout prevention strategies:

- o involve business, community and parents
- o offer alternative schedules and sites
- o reduce program size
- o target special populations
- o provide appropriate services for potential dropouts.

In addition, suggestions are offered for how schools can provide alternatives to the rigid 50-minute periods, avoid the impersonal atmosphere of a comprehensive high school, and attend to the special needs of at-risk students. Descriptions of 10 exemplary dropout prevention programs at secondary school help illustrate the strategies.

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PAPERS & REPORTS

TITLE:	Willis, H.D. (1986). *STUDENTS AT RISK: A REVIEW OF CONDITIONS, CIRCUMSTANCES, INDICATORS, AND EDUCATIONAL IMPLICATIONS.* Elmhurst, IL: North Central Regional Educational Laboratory.
KEYWORDS/DESCRIPTORS:	o dropout prevention o teen pregnancy o deliquency o community involvement
POPULATION SERVED:	At-risk students.
DESCRIPTION:	This paper examines the characteristics and behaviors that define and identify youth at risk; addresses social correlates of educational risk; identifies indicators of at-risk students that are suggested by research and successful practice; and explores intervention strategies that have a research and development base.
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PAPERS & REPORTS

TITLE:

Perez-Selles, M.E., Hergert, L.F. (Ed.) (1989). *SUPPORT SERVICES FOR AT-RISK YOUTH.* Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

KEYWORDS/DESCRIPTORS:

- o academic support
- o case management
- o collaboratives
- o teacher training
- o non-English speaking students

POPULATION SERVED:

Educators, administrators, social service agency staff, and students at risk of dropping out.

DESCRIPTION:

This resource packet describes programs that employ one of thirteen different school strategies that support and assist students at risk of failing to complete school. The programs address the needs of student academic curriculum enhancers, peer programs, counseling, programs for non-English speaking students, health programs, alternative schools, programs and family crises services. Following a brief introduction, the major features of each program are presented and contact information provided. A complete list of programs precedes the descriptions. The final section of this packet contains a list of selected resources and programs on alternatives in schooling.

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PAPERS & REPORTS

TITLE:

Coburn, J. & Nelson, S. (1989). *TEACHERS DO MAKE A DIFFERENCE: WHAT INDIAN GRADUATES SAY ABOUT THEIR SCHOOL EXPERIENCE.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o dropouts
- o school programs

POPULATION SERVED:

School personnel interested in providing quality education for Indian students.

DESCRIPTION:

For the past sixteen years, the Research and Development Program for Indian Education has worked to improve the quality of education available to Native American students. During the last two years, the Program has sought information from Indian students who have successfully graduated from high school in the Northwest. The rationale for this study was threefold. First, such a study would focus on the positive. Rather than belaboring the issues of at-risk youth, dropout rates, and the failure of schools to adequately address Indian students' needs, the study looks at how schools have helped Indian students succeed. Second, the Program strongly believes that the school does play a very important role. Finally, it was hoped that the results of the study would provide practical suggestions for teachers and other school personnel. The school experiences of Indian graduates give us a great deal of insight about the teaching craft.

SOURCE/CONTACT PERSON:

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TITLE:

TOWARD MORE EFFECTIVE EDUCATION FOR POOR, MINORITY STUDENTS IN RURAL AREAS: WHAT THE RESEARCH SUGGESTS (1988). Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o school programs
- o rural education

POPULATION SERVED:

Policy makers and educators concerned with the quality of education available to poor, minority students in rural areas.

DESCRIPTION:

This report summarizes recent research evidence regarding effective education of poor, minority students in rural areas. Significant barriers to high student performance are briefly reviewed followed by a review of research findings about practices that can overcome these barriers and lead to high performance by poor, minority students. The report concludes with a discussion of major public policy issues raised by this new vision--that effective education of the disadvantaged is a major public, social, and economic issue and not just an educational issue.

SOURCE/CONTACT PERSON:

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PAPERS & REPORTS

TITLE:

Guthrie, L.F. (1989). *WHAT SCHOOLS CAN DO FOR STUDENTS AT RISK.* San Francisco, CA: Far West Laboratory for Educational Research and Development.

KEYWORDS/DESCRIPTORS:

- o dropout prevention
- o achievement/academic performance
- o teacher training

POPULATION SERVED:

At-risk students.

DESCRIPTION:

This paper is based on a keynote address given at the annual meeting of the Arizona School Administrators in 1989. It presents the author's ideas on effective strategies for improving the educational opportunities of low-achievers and reducing school dropouts.

The author describes seven strategies for improving the educational experiences of at-risk students:

- o make at-risk students a priority;
- o take a comprehensive approach;
- o invest in staff development;
- o raise expectations for students at risk;
- o coordinate instruction for each student;
- o provide more quality time; and
- o intervene early.

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Educational Lab ID: *FWL*

TITLE:

Cotton, K. (1988). *WORK NOW AND IN THE FUTURE 4: IMPLICATIONS FOR EDUCATION, BUSINESS, AND TRAINING.* Portland, OR: Northwest Regional Educational Laboratory.

KEYWORDS/DESCRIPTORS:

- o values
- o social skills
- o school programs
- o community involvement
- o unemployment

POPULATION SERVED:

Educational and vocational education leaders and community members who are interested in issues related to the future of at-risk youth.

DESCRIPTION:

For the fourth consecutive year, this conference brought together national and regional experts who are pioneers in their fields: creators of tomorrow's technologies, employers who are looking for a well-prepared work force, and teachers, administrators, counselors, and trainers from innovative and forward-looking programs. A major theme area of the conference was "youth transition"--a look at the current and future situation involving at-risk youth at the national, regional, and local levels. This paper serves as the proceedings document from the conference and summarizes major presentations including those made by the following individuals: Harriet Baskas, station manager of KBOO radio in Portland, Oregon, and creator of Real Women Productions; Grant Fjermedal, Seattle journalist and author of The Tomorrow Makers, and Magic Bullets; Bonnie Guiton, Assistant Secretary for the Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C.; Leno Pedrotti, developer, Principles of Technology curriculum; and Nathaniel Semple, Vice President and Secretary of Research and Policy for the Committee for Economic Development, Washington, D.C.

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PAPERS & REPORTS

PROGRAMS

NAME: *ACE, ALTERNATIVE COMPUTER EDUCATION*

KEYWORDS/DESCRIPTORS:

- o community/business involvement
- o computer based instruction
- o vocation skills

POPULATION SERVED: High school students who have already dropped out of school.

DESCRIPTION: ACE is an intensive computer-based instructional program designed to help out-of-school youth get a high school diploma or GED. Students receive training in English, math and other subjects necessary for high school graduation. In addition, all students are offered an optional paid work experience. Those placed in part-time jobs attend school in the morning and report to their worksite in the afternoon.

Students in the ACE program receive instruction at Tucson Manpower Offices which are located near a freeway for easy access. Because they are in a business park, the ACE director stresses to students that their behavior must accord with such an environment (i.e., punctuality and regular attendance are emphasized).

In addition to the academic instruction, each student is assigned a paraprofessional counselor who maintains contact with the student every day. The counseling offices are adjacent to the students' work area and students are free to visit their counselor at any time.

Of the 42 students who participated in ACE in 1987, all but 4 had positive termination: 25 received their high school diploma, 10 returned to school, and 3 earned their GED.

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Educational Lab ID: *FWL*

NAME: *BRIDGE CURRICULUM FOR AT-RISK 9TH AND 10TH GRADE YOUTH*

KEYWORDS/DESCRIPTORS:

- o motivation
- o attendance
- o unemployment
- o dropouts
- o school programs

POPULATION SERVED: Educators serving disadvantaged youth who are in danger of dropping out of school and who face barriers to employment.

DESCRIPTION: BRIDGE is designed to help disadvantaged youth make the transition from 8th grade to high school and to motivate these students to stay in school. Instruction is offered in life skills, study skills, employability competencies, supervised work experience, and basic skills support. The BRIDGE class is designed to help 8th grade youth establish patterns of personal and academic success that will lead to graduation and employability. BRIDGE is a part of the Portland Investment, a comprehensive plan to address the educational employability needs of disadvantaged youth in the Portland metropolitan area; it was conceived by the Leader's Roundtable, an active group of community leaders from education, business, employment, government, and social services who have organized to seek coordinated ways to eliminate barriers to employment faced by at-risk youth. One of the goals of the Portland Investment is to develop an educational ladder, or service continuum, that will identify and serve youth who are at risk of dropping out. BRIDGE is an important rung in that ladder. BRIDGE activities are designed for the 8th and 9th grades, with additional summer activities. BRIDGE is starting in Portland during the summer of 1987 with 25 eighth grade youth with support from the Oregon Youth Coordinating Council.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *NWRL*

PROGRAMS

NAME: *CITY AS SCHOOL*

KEYWORDS/DESCRIPTORS:

- o achievement cultural experience
- o values
- o motivation
- o community involvement
- o self-esteem
- o school programs
- o urban/suburban

POPULATION SERVED: High school students.

DESCRIPTION: *City as School* is an alternative high school program, with a primary objective of linking students with learning experiences of a business, civic, cultural, political, or social nature throughout any size community. For students who find the traditional school setting threatening or unrelated to their present or future plans, or those with a moderate to high degree of success in the traditional setting who begin to look for new horizons for their education. Students receive academic credit for each learning experience successfully completed. Teachers are divided into Resource Coordinators and Teacher Advisors. Teacher Advisors hold weekly orientations, seminars, class meetings, individual student/parent meetings, and write college evaluations. Resource coordinators develop new community site placements and curriculum for each site, monitor students' progress, respond to students' problems, and register students. Adopting district or school will need to set up an alternative academic program to service those students described as high-risk or dropout-prone.

SOURCE/CONTACT PERSON:

Marie Reilly
City as School
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New York, NY 10014

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NAME: *CLASSROOM INTERVENTION PROGRAM*

KEYWORDS/DESCRIPTORS:

- achievement/academic skills
- counseling
- peer support
- motivation

POPULATION SERVED: At-risk high school students (mild to moderately disturbed; students returning to school from various treatment centers).

DESCRIPTION: The Classroom Intervention Program serves students who have learning disabilities, are behaviorally handicapped, victims of various abuses, and/or substance abusers. The program consists of eight behavioral support groups among peers which meet daily for one class period each.

The purpose of each support group is to establish an arena in which positive peer pressure can be used to evaluate and affect positive behavioral change. The goal is for the students to be successful not only in the group but in all their mainstream classes.

Students receive social studies credit for each quarter of support group membership. Students also receive a grade for the support group that is a composite of attendance, participation, and appropriate behavior in the group **and** in all their other classes. The grade is based upon input from classroom teachers using a specially designed progress report. This input is then evaluated by the student, his own support group, and the resource teacher.

Connected with the support groups is a well-developed peer tutoring program. The tutors, some of whom are support group members themselves, help the support group members with their class assignments.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *FWL*

NAME: *COFFEE (Cooperative Federation For Educational Experiences)*

KEYWORDS/DESCRIPTORS:

- o comprehensive dropout prevention/reclamation
- o occupational training
- o achievement
- o self-concept
- o counseling

POPULATION SERVED: Secondary students.

DESCRIPTION: Project COFFEE is a regional, instructional, occupational training and counseling program for at-risk youth. The program integrates five components: an academic component -- which provides relevant basic skills instruction based on an individualized education plan; an occupational component -- which provides hands-on educational experiences in an adult-like work environment preparing students for the high demand jobs of the 80's and 90's; a counseling component -- which provides character building, occupational and emotional support utilizing existing state, regional and local service organizations; a pre-employment education component -- designed to enhance the employability of the at-risk students through classroom instruction and student internships; and a physical education component -- which offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. The occupational component includes training programs in the following areas: Computer Maintenance and Repair, Word Processing, Building and Grounds Maintenance, Horticulture/Agriculture, and Distributive Education. Support of educators, parents, community, school board, local special service agencies and related business/industry is essential.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *RLNI*

NAME: *DOING FINE: THE FUTURE IS NOW IN EDUCATION*

KEYWORDS/DESCRIPTORS:

- o minority teacher recruitment
- o resource guide
- o educational partnerships
- o preparation for college

POPULATION SERVED: Minority teacher recruiters, minority community organizations.

DESCRIPTION: Doing FINE: The FUTURE IS NOW in EDUCATION addresses the critical need to attract minority students to the teaching profession. A related goal of this project is to increase the number of minority children who pursue postsecondary education. To accomplish these goals, the project hopes to:

1. Raise minority students' and parents' awareness of the prerequisites of and opportunities for a college education.

2. Provide minority students and their parents with an opportunity to learn about the importance and desirability of education professions.

3. Develop educational partnerships with historically black fraternities, sororities, churches, and other community organizations to improve recruitment of minorities into college and the education professions.

A resource guide, developed by the Southeastern Educational Improvement Laboratory (SEIL) staff in conjunction with the Teacher Recruitment Office in the North Carolina Department of Public Instruction, provides support materials to be used by community groups for accomplishing the goals of the project. The guide includes activities related to college preparation and careers in education for use with 7th- and 8th-grade students and a separate set of activities for use with their parents. The guide also contains suggestions for generating scholarships and other assistance for college and, in particular, for education training.

NAME: *Doing Fine: the Future is Now in Education* (continued)

Future project activities will include enlisting the support of historically black fraternities and sororities to "adopt" minority 7th- or 8th-graders and implement some of the activities in the resource guide. Alumni chapters will be encouraged to work with parents of 7th- and 8th-graders and/or community college students who might consider transferring to a four-year institution to study education.

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Educational Lab ID: *SEIL*

PROGRAMS

NAME: *ENCUENTRO -- ASPIRA OF NEW YORK'S EASTERN DISTRICT HIGH SCHOOL DROPOUT PREVENTION PROGRAM*

KEYWORDS/DESCRIPTORS:

- o counseling
- o basic skills enhancement
- o crisis intervention/family assistance
- o leadership development
- o case management

POPULATION SERVED: Multi-grade high school students.

DESCRIPTION: The Encuentro program takes a case management approach to counseling which provides students with a developmental program in personal and academic guidance, career exploration and orientation, and problem resolution. This is achieved through a progressive process that allows a comprehensive, ongoing assessment of students needs and the development of strategies to address those needs. The program covers four major areas:

Counseling -- Provided to each student both individually and in groups in two areas: personal and career.

Basic Skills Enhancement -- Tutorial services in reading, writing, and math are provided to those students in need of academic support. It also assists students in the bilingual program to improve their English proficiency.

Crisis Intervention/Family Assistance -- This component addresses the need to involve parents in the educational process of their children. It also helps students and their families during crisis situations by making referrals to other agencies.

Leadership Development -- Encourages students to plan and hold activities that are of importance to themselves and their community, meet their bilingual/bicultural needs, and instill in them a sense of pride and dignity.

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Educational Lab ID: *RLNI*

NAME: *THE HEALTH ACADEMY*

KEYWORDS/DESCRIPTORS:

- o dropout prevention
- o vocational skills
- o self-concept/self-esteem
- o achievement/academic performance
- o motivation
- o school programs

POPULATION SERVED: At-risk high school students with an interest in health, medicine, or biological sciences.

DESCRIPTION:

The Health Academy's goal is to expose students to the diverse career opportunities in the health field, to nurture their interests in those areas, and to prepare them academically for postsecondary education and/or skilled entry-level jobs.

Now in its third year of operation, the Health Academy enrolls 40-50 each year for each sophomore class. They then receive an intensive program of three to four core academic classes each day in their sophomore, junior, and senior years. Besides the heavy dose of science and laboratory experiences students receive, the theme of health and medicine is woven through all subjects.

As a complement to the strong academic program, the Health Academy provides students with career and job information through field trips, guest speakers, and field experiences in hospitals, clinics, and other health-related industries. The field experiences include visits to college biology, physiology, and chemistry classes, and attendance at selected classes and clinical labs at a nearby nursing college. Other services provided by the Health Academy include math tutoring by volunteer university students, shadowing experiences at the nursing college, and part-time jobs at a local health maintenance organization.

Students are block-programmed through their academic classes, which are kept small. Because they attend all their classes together, students come to know their instructors and classmates well, and the everyday togetherness fosters a strong feeling of family.

NAME:	*Health Academy* (continued)
	Evidence of the Health Academy's success lies in college acceptance rates. In a district where very few students pursue higher education, 75% of the graduating Health Academy seniors in 1987-88 were accepted at four-year colleges.
SOURCE/CONTACT PERSON:	Patricia Clark, Director The Health Academy Oakland Technical High School 4351 Broadway Oakland, CA 94611 (415) 658-5300

Educational Lab ID: *FWL*

NAME: *LISTENING AND WRITING PROGRAMS TO IMPROVE ORAL COMMUNICATIVE SKILLS IN KINDERGARTEN THROUGH FOURTH GRADES.*

KEYWORDS/DESCRIPTORS:

- o primary listening
- o primary writing
- o communication skills
- o language

POPULATION SERVED: Primary grades K-4.

DESCRIPTION: Developed by Mary N. Ayers, this program is designed to improve the oral language skills of young children in semi-rural and rural Appalachia. A manual of language skills activities with supplementary audiovisual materials was designed specifically for the project.

Using the 0.05 level of significance, the pre-post differences are significant on the story measure at Kindergarten, first, and second grade.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *AEL*

NAME: *LULAC EDUCATIONAL SERVICE CENTER FOR HISPANIC FAMILIES*

KEYWORDS/DESCRIPTORS:

- o cultural experience
- o motivation
- o social skills
- o parent role

POPULATION SERVED: Hispanic middle and high school students, their families, and school dropouts.

DESCRIPTION: The Center implements four educational support and dropout prevention programs: educational support and youth development (middle school, grades 6-8, two target schools); family advocacy and employability (200 families, middle school youth and their parents); parent organizing and parent involvement (elementary and middle school parents); and educational talent search (high school students and dropouts, 200 student clients). The goal is to reduce the dropout rate and increase the educational attainment level of Hispanic middle and high school students.

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Educational Lab ID: *RLNI*

PROGRAMS

NAME: *MATHEMATICS SUPERSTARS II*

KEYWORDS/DESCRIPTORS:

- o mathematics enrichment
- o elementary math
- o problem-solving skills

POPULATION SERVED: Elementary educators and administrators, elementary math students.

DESCRIPTION: Mathematics Superstars II is a curriculum enrichment program that helps elementary students learn and practice "skills of excellence" in mathematics. The Superstars program is not meant to replace the normal school curriculum. Instead, it offers an opportunity to self-motivated students who enjoy challenging situations to expand their problem-solving skills and receive recognition for their efforts.

An assisting adult (volunteer, aide, etc.) manages the program by providing students with work sheets, evaluating their work, and posting their "reward stars." Workshops are used to train teachers, supervisors, and parents to implement the Superstars program in their schools.

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Educational Lab ID: *SEIL*

NAME: *MINNESOTA'S EARLY CHILDHOOD FAMILY EDUCATION (ECFE)*

KEYWORDS/DESCRIPTORS:

- o early childhood education
- o early intervention
- o at-risk students
- o parent involvement
- o parent education

POPULATION SERVED: Children from birth to kindergarten; parents.

DESCRIPTION: Minnesota sees widespread support from the early childhood education/care community for early childhood programs as well as interest in providing options for families with young children and support for integrating disadvantaged children with all others. Legislation supports these programs plus extended day programs in schools.

Minnesota's Early Childhood Family Education (ECFE) is designed for all children from birth to kindergarten/enrollment age, and their parents. The overall goal is to strengthen families by enhancing and supporting the parents' ability to provide for their children's learning and by providing young children with opportunities to develop to their full potential. Community Education has been selected as the delivery system for the program because of its reputation for involving the community in program design and decision making and its tradition of building partnerships with other community agencies to facilitate new efforts and prevent duplication of services. Children and parents participate together in "classes" at a school or neighborhood site, usually for approximately two hours, once a week. During this time, parents and children interact in activities appropriate to the child's age and development. Then parents and children separate, with children working with the early childhood teacher while parents are involved in a discussion group facilitated by a licensed parent educator. Longitudinal evaluation of ECFE, emphasis on coordination of programs, and application of information through workshops are planned for the future.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *NCRL*

NAME: *THE NEW ENGLAND CENTER FOR EQUITY ASSISTANCE (NECEA)*

KEYWORDS/DESCRIPTORS:

- o race equity
- o gender equity
- o technical assistance and training for institutional change
- o voluntary desegregation

POPULATION SERVED: Educational decision makers, teachers, parents in the New England region.

DESCRIPTION: The New England Center for Equity Assistance (NECEA) is funded to provide school districts throughout the New England region with appropriate information, training, and technical assistance to increase the likelihood that all students, regardless of race, sex, or national origin, are provided equal access and opportunity within the public school system. To achieve this goal, the Center will:

o provide information, technical assistance, and training in areas such as the development of voluntary desegregation plans, sex equity and race issues, methods of improving instruction for non-English proficient (NEP) and limited English proficient (LEP) students, and the evaluation of race, sex and national origin activities;

o link schools to programs and resources that can work to solve problems of inequity;

o serve as a highly visible resource base for educational decision makers, teachers, and parents; develop and provide long-term technical assistance to orchestrate institutional change in policies, programs,and procedures; and

o apply research and resources on individual and organizational change and school improvement issues of desegregation, bridging and dispelling the mythical gap between equity and excellence.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *RLNI*

NAME: *NEW YORK CITY BOARD OF EDUCATION; OFFICE OF COLLABORATIVE PROGRAMS AND DROPOUT INITIATIVES.*

KEYWORDS/DESCRIPTORS:

- o teams
- o collaboration
- o case management

POPULATION SERVED: High school students.

DESCRIPTION: A comprehensive approach to Dropout Prevention adopted by forty-three inner city high schools in New York. Each of these schools has contracted with one or more community-based organizations (CBOs) to provide a team of four or five human service workers within the school. A school's team includes some mix of the following: a social worker, an attendance liaison, a family outreach worker, a substance abuse counselor, an employment counselor, a family health practitioner, and a remediation specialist. Key initiatives under way in these schools are:

Employment/Mentoring
Student Leadership
Attendance & Achievement Incentives
Academic & Cultural Enrichment
Case Management/Counseling
School Based Planning Teams
Credit Options
Community & Parent Outreach
Teen Pregnancy & Parenting
Health Clinics

SOURCE/CONTACT PERSON:

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Educational Lab ID: *RLNI*

PROGRAMS

NAME:	*NEWCOMER HIGH SCHOOL*
KEYWORDS/DESCRIPTORS:	o cultural experience o achievement/academic performance o school programs o social skills
POPULATION SERVED:	Immigrant students, ages 14-17, with limited English proficiency and less than 8 years of schooling.
DESCRIPTION:	The singular objective of Newcomer High is to help foreign-born students, mostly refugees, attain English language proficiency and learn about American culture. To meet this objective, the students are provided a full day's academic program (7 periods including lunch) which includes three ESL classes, two bilingual support courses, and one "sheltered" English class. All classes meet the district's graduation requirements. The ESL program provides daily instruction in three different types of ESL classes: ESL language development, emphasizing such language skills as aural comprehension, pronunciation, vocabulary, and grammar; ESL language lab, which expands upon and reinforces the skills taught in the development classes; and ESL reading which emphasizes skills in reading readiness, oral reading, and comprehension. The bilingual support classes are in mathematics and social studies (e.g., World Civilizations). Where feasible, bilingual support is provided in the following languages: Chinese (Cantonese and Mandarin), Spanish, Vietnamese, Filipino, Cambodian, and Thai/Lao. The "sheltered" English classes are P.E., art, biology, life science, physical science, and typing. The bilingual and sheltered English classes help students maintain continued acquisition of basic academic skills and concepts in required subject areas. All students also have a daily 11-minute homeroom conducted in their native language.

NAME: *Newcomer High School* (continued)

In addition to providing academic instruction, classes introduce students to American culture. In advanced ESL reading classes, for example, students read abridged versions of American literature classics to learn more about American culture. In other classes as well, teachers take every opportunity they can to expose students to aspects of American life.

Complementing the instructional program is the school's counseling program. Newcomer's counseling staff (one full-time and two part-time counselors) addresses the students' medical and psychological problems, as well as their general health education needs. Many Newcomer students require medical treatment for a variety of ailments brought with them from their native country. Compounding these basic problems are students' psycho-social problems that accompany their resettlement in the United States. Most cases are resolved on site by the counselors working closely with the student and family members, but sometimes the expertise of outside agencies and individuals is utilized.

Despite the psychological and educational obstacles that Newcomer students face, about 98% of them complete the 1-year program. Newcomer's principal, Paul Cheng, attributes this success in large part to the "very sensitive and caring and competent" staff. The school currently has 27 FTE teachers, and 4 part-time teachers (2 of whom are part-time counselors). Approximately 75% of the teachers have been at Newcomer for 5 years or more. The majority are bilingual and very knowledgeable about the students' cultural backgrounds.

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NAME:	*SUMMER TRAINING AND EDUCATION PROGRAM (STEP)*
KEYWORDS/DESCRIPTORS:	o achievement/academic performance o pregnancy o school programs o community involvement o unemployment o dropouts
POPULATION SERVED:	Administrators, community leaders, and others interested in improving employability opportunities for youth at risk.
DESCRIPTION:	The Summer Training and Education Program (STEP) is a national demonstration project established to address two major causes of youth dropping out of the school system: educational deficiency and teenage parenting. STEP is coordinated by Public/Private Ventures (P/PV), a private, nonprofit agency in Philadelphia, Pennsylvania, with funds from the Ford Foundation. Seattle and Portland operate two of five national STEP demonstration sites around the nation. In Portland, STEP operates under the direction of the Private Industry Council (PIC) in close cooperation with the Portland Public Schools. Local coordination and monitoring for P/PV are provided by NWREL. The target group for STEP is 14-15-year-olds who are both economically and educationally deficient. This group was selected as they are: (1) more responsive to academic remediation; (2) making the significant transition from junior to senior high school; (3) interested in summer jobs but find they cannot compete with older high school students; and (4) in critical need to understand the issues surrounding teenage parenthood. Four basic components comprise the STEP program: academic remediation, instruction in life skills and opportunities, work experience, and support services during the school year.
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Educational Lab ID: *NWRL*

NAME: *TAKIN' IT TO THE STREETS: A BASIC SKILLS TRAINING PROGRAM FOR STREET YOUTH*

KEYWORDS/DESCRIPTORS:

- o delinquency/discipline
- o attendance
- o community involvement
- o unemployment
- o dropouts

POPULATION SERVED: Educators, business leaders, social service agency staff, literacy basic skills trainers, and other concerned citizens who are worried about the need for appropriate, accessible training for out-of-school youth.

DESCRIPTION: This project, funded by the Fred Meyer Charitable Trust, seeks to re-engage out-of-school youth in the acquisition of basic skills that can help them lead productive, personally fulfilling lives. The service delivery strategy provides literacy tutoring for out-of-school youth through the social service agencies which already serve them in other capacities and with whom these youth are familiar and comfortable. This service delivery strategy is currently being demonstrated in several Portland sites. Once thoroughly tested, the training and materials will be revised to prepare them for dissemination and use in other communities and agencies.

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NAME: *TEENAGE PREGNANCY AND PARENTING PROJECT (TAPP)*

KEYWORDS/DESCRIPTORS:

- o pregnancy
- o dropouts
- o motivation
- o vocational skills
- o self-concept/self-esteem

POPULATION SERVED: Pregnant and parenting teenagers, ages 13-20.

DESCRIPTION: The Teenage Pregnancy and Parenting Project (TAPP) is a nationally recognized program for pregnant and parenting teens. Whereas most programs tend to serve a small population at one site, TAPP ties into a network of community agencies and, using a case management approach, is able to provide comprehensive services to a greater number of pregnant and parenting teens for a longer period of time. Coordinated by the San Francisco Unified School District (SFUSD), the Family Service Agency, the Department of Social Services, and the Department of Public Health, TAPP utilizes a network of over 30 agencies, all working to achieve three major program goals: 1) to improve the health of infants, 2) to increase school continuation among expectant and parenting teens, and 3) to reduce the number of second pregnancies among parenting teens. To this end, young women are provided with a range of health, education, career, and social services.

TAPP provides continuous counseling in a case management approach. Each teenager is considered a "case", or client, for whom health, education, and other social services are secured according to her individual needs. A "continuous counselor" maintains an ongoing relationship with the teenager, family, and partner through home and office visits. The counselor helps students identify the services they need and acts as a liaison with the public health system, hospital, school, or maternity home. Counseling continues past delivery until the client is considered self-sufficient or becomes an adult.

TAPP also has a strong fatherhood component and attempts to establish paternity for the child, regardless of the parents' relationship. A

NAME: *Teenage Pregnancy and Parenting Project* (continued)

community worker provides continuous counseling and links young fathers with support group/parenting classes, employability services, and recreational activities for fathers and babies.

Another important feature of TAPP is the co-location of services. At the primary TAPP site, for example, are a school for pregnant teens, a Special Service Center (which provides academic instruction to pregnant minors), a district alternative high school, the Family Developmental Center (which provides child care to infants), a nutritionist provided by San Francisco General Hospital, as well as Department of Public Health, Department of Social Services and school district staff.

TAPP has greatly reduced the dropout and repeat birth rates for teen mothers in the school district. Prior to TAPP, 90% of pregnant and parenting teens left school (the national dropout rate for teen mothers is 70%). Now, the overall school dropout rate for teen mothers enrolled in TAPP is 35%. TAPP also has one of the most impressive low repeat birth rates in the country: 2% one year after the birth, and 10% two years after birth. The repeat birth rates for other national programs range from 20% the first year to 47% the second year.

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NAME: *TUTORIAL ASSISTANCE PROGRAM FOR MINORITY STUDENTS (TAPS)*

KEYWORDS/DESCRIPTORS:

- o tutorial assistance program
- o mathematics summer institute
- o college-preparatory assistance

POPULATION SERVED: Minority students in grades 9-12.

DESCRIPTION: The Tutorial Assistance Program for Minority Students (TAPS) is designed to encourage minority students to enroll in advanced mathematics courses in high school and to study mathematics and engineering in college. Tutorial assistance is offered to minority students in all college-preparatory courses that are offered by participating schools. Assistance is available daily, after school, and also on Saturday mornings. In addition to individual assistance, sessions are conducted with group discussions and/or cooperative learning-style group activities.

In addition to the TAPS tutorial activities, a TAPS Mathematics Summer Institute is held. Students who are enrolled in college-preparatory mathematics courses and who may have used the services of the TAPS tutorial program are invited to participate in a 4-week institute. Each participating student enrolls in either Precalculus or College Algebra, depending upon his/her level of proficiency, and in a course in computer science. Each class lasts two hours, with one hour for lecture and one hour for tutorial and/or problem solving. In the computer science class, the students learn such programming languages as BASIC, FORTRAN, AND PASCAL.

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Educational Lab ID: *SEIL*

NAME: *WASHOE HIGH SCHOOL*

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o self-concept/self-esteem

POPULATION SERVED: At-risk high school students.

DESCRIPTION:

Washoe High School is a district alternative high school which operates at 18 satellite locations, all of them off-campus. Designed to meet the special needs of high risk youth, the school offers individualized academic instruction, as well as individual and small-group counseling.

Enrollment at Washoe High is voluntary, although attendance by particular students may be required by the Probation Office. Students in the program attend classes on a regular basis three hours a day, Monday through Thursday. Classes are scheduled in three time blocks: 9-12 in the morning, 12-3 in the afternoon, and 6-9 in the evening. Students stay with one teacher during the entire three-hour period.

All instruction at Washoe High is individualized, self-paced, and competency-based. Maximum class size is 20; however, some classes have enrolled up to 28. Because the students in any one class may be studying a variety of subjects, the teacher is assisted with instruction once a week by "roving experts." The roving experts are subject area specialists, in math and science for example, who visit each site once a week to share their expertise with the teacher and the students.

In addition to academic instruction, Washoe High offers a strong counseling program. Utilizing the services of six counselors, Washoe High provides weekly one-hour group counseling sessions, along with individual counseling, at each school site. The six counselors meet weekly as a group.

NAME: *Washoe High School* (continued)

One unique feature of Washoe High School is the sports program offered to all students on Fridays. While teachers use the Fridays for staff development and preparation time, students are given the opportunity to participate in such sports as racquetball, horseback riding, and downhill and cross-country skiing. Although some of the sports require a fee, all Washoe High students are offered reduced rates to participate.

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NAME: *WRITING-BASED PROGRAMS FOR STUDENTS AT RISK*

KEYWORDS/DESCRIPTORS:

- networks
- writing
- curriculum
- remedial instruction

POPULATION SERVED: K-12 educators.

DESCRIPTION: This program was designed to provide support to state networks for developing materials and training teachers to use writing as the basis for remedial instruction with middle and high school students. During work sessions, teachers use their state's basic skills curriculum to develop a series of lessons that use writing activities as the basis for instruction across the curriculum. These teachers share their work with other teachers in their states and help them adapt the lessons to their local circumstances. The lessons are holistic and respond to students' interests, as well as provide students with the skills they need.

The writing network serves as a means of communication about writing-based programs both within and across states. The model for the program was developed in Mississippi and is currently being used in Mississippi, North Carolina, and South Carolina.

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NAME: *ZANER-BLOSER CURRICULUM DEVELOPMENT PROJECT: "BREAKTHROUGHS"*

KEYWORDS/DESCRIPTORS:

- o curriculum development
- o instructional materials
- o cognitive instruction
- o at-risk students

POPULATION SERVED: Curriculum specialists, teachers, students, at-risk students.

DESCRIPTION: "Breakthroughs" is a project funded by Zaner-Bloser Educational Publishers. Staff at NCREL have written 36 units for grades 1-6. Development of the classroom materials is an outgrowth of NCREL's work in the areas of higher-order thinking and strategic teaching. A major purpose of "Breakthroughs" is to teach thinking and learning strategies in relation to real-world issues. The colorfully illustrated units, supplemented with a teacher's manual, engage students in activities before, during, and after the lessons. The topics of the intermediate units (grades 4-6) include such current world issues as heart disease, rain forests, and traffic in space. Primary unit topics (grades 1-3) include market research on ice cream flavors and why people build fences.

In a preliminary evaluation of four fifth-grade classrooms in three schools, the students using "Breakthroughs" markedly out-performed control students on problem solving abilities and attitudes. The classroom materials are appropriate for heterogeneous classrooms and mixed-ability groupings for a number of reasons. The texts are considerate and engage all students. All readers, including those with low skills, will find the topics highly motivating and interesting. The activities model what good learners do in monitoring and fostering their comprehension. The materials are structured to set up habits of setting goals, anticipating what the lesson will cover, skimming, activating prior knowledge about the topic, organizing information, making connections to other instructional activities and subject matter, establishing the relevance of what is learned to everyday life, reflecting on and controlling the learning and thinking strategies that are being used in learning, and summarizing what was learned,

NAME: *Zaner-Bloser Curriculum Development Project: "Breakthroughs"* (continued)

especially with the support of graphic representations. In addition, the classroom activities suggested in the teacher's manual are consistent with what is known to be effective with all students, but especially with at-risk students small group activities organized around students learning from each other and activities that involve many modalities (e.g., hands-on activities, visual representations, and writing).

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PROGRAMS

TECHNICAL ASSISTANCE SERVICES

NAME: *ACCELERATED SCHOOLS ACTION PROJECT (ASAP) NETWORK*

KEYWORDS/DESCRIPTORS:

- o restructuring schools
- o urban education
- o at-risk students

POPULATION SERVED: District administrators; principals; teachers; students; at-risk students.

DESCRIPTION: The ASAP Network connects urban schools interested in accelerating the learning of at-risk students through fundamental school restructuring. The ASAP Network supports schools in a number of urban districts (Milwaukee, Chicago, Columbus, Cleveland, Minneapolis, Cincinnati, Dayton, and Detroit, with possible additional districts in the future). Each district has selected schools that have made a commitment to working for systemic and comprehensive school change. NCREL is aiding schools in the development of coherent, school-wide plans for change, documentation and evaluation of change processes that accelerate student learning, translation of programmatic efforts into district-wide policy initiatives, and institutionalization of the changes. A mission statement entitled *The Accelerated Schools Action Project: A Framework for Change in Public Schooling* is available upon request.

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TECHNICAL ASSISTANCE

NAME: *AT-RISK STUDENTS: THE DROPOUT PROBLEM*

KEYWORDS/DESCRIPTORS:

- at-risk factors
- scope/trend/consequences of dropping out
- dropout prevention programs

POPULATION SERVED: K-12.

DESCRIPTION:

"At-Risk Students: the Dropout Problem" is a three-tiered workshop package designed to train "trainers." Topics covered are scope, trends, and consequences: why students drop out; early intervention and prevention; effective dropout programs; and action planning.

The workshop can be presented as an awareness session, a half-day or full-day session. The topics covered depend in part on which workshop option is delivered. Participants gain skills in recognizing at-risk factors and how they might array themselves, selecting programs with appropriate characteristics and components to meet needs, and designing action plans for implementing effective dropout programs.

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Educational Lab ID: *AEL*

TECHNICAL ASSISTANCE

NAME: *CALIFORNIA EDUCATIONAL PARTNERSHIPS CONSORTIUM* (CEPC)

KEYWORDS/DESCRIPTORS:

- business/community involvement

POPULATION SERVED: Business and school partnerships, policy-makers.

DESCRIPTION:

The California Educational Partnership Consortium (CEPC) is an informal network of representatives from school districts, businesses, community agencies, county offices of education, and other organizations. The CEPC serves as a vehicle for those interested in school-business collaboration to meet peers who can help them in creating and strengthening partnership programs. Members of the CEPC include the California Chamber of Commerce, the California State Department of Education, Ford Aerospace, Security Pacific National Bank, the Industry Education Council of California, several school districts and county offices of education, Far West Laboratory, and a wide range of community based agencies and organizations.

A major goal of the CEPC is to expand the number of partnerships in California and to ensure that the existing partnerships make a significant contribution to the improvement of education in the state, especially for those students most at risk of failure.

Far West Laboratory (FWL) helped survey partnership coordinators to measure the scope of partnerships in the state and begin to identify model programs. Findings are described in the report, *Educational Partnerships in California: A Survey of the California Educational Partnerships Consortium*, available from FWL.

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NAME: *CALIFORNIA LOCAL EDUCATIONAL REFORM NETWORK* (C-LERN)

KEYWORDS/DESCRIPTORS:

- o school programs
- o school climate
- o administration
- o teacher training
- o dropouts
- o substance abuse

POPULATION SERVED: School staff interested in schoolwide reform.

DESCRIPTION:

C-LERN is the application of failure avoidance technology, developed by Sage Analytics International, in California schools with a high concentration of students at risk of school failure. C-LERN is a process intended to effect total school improvement.

The C-LERN process for school improvement is expected to take three cycles and five years. Cycle One (year one) consists of four phases -- Orientation, Diagnosis, Prescription, and Intervention. Cycle Two (year two) follows with the Evaluation and the Adjustments and Implementation phases. Cycle Three (years three to five) is the Institutionalization/Replication phases; schools are expected to recycle the change process with lessening assistance from C-LERN and to rely entirely on the school staff to continue the change process in Year Five. Yearly Summer Institutes are provided for Site Leadership Teams to acquire knowledge and training needed in the process and to develop or update site intervention plans.

Far West Laboratory followed the development of C-LERN over its first two years. Findings are presented in a report based on a survey, interviews, and discussions with C-LERN participants.

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TECHNICAL ASSISTANCE

NAME:	*CENTER FOR NATIONAL ORIGIN, RACE, AND SEX EQUITY*
KEYWORDS/DESCRIPTORS:	o parent involvement o cultural experience o community involvement o school programs
POPULATION SERVED:	Public school personnel concerned with educational equity.
DESCRIPTION:	The Center for National Origin, Race, and Sex Equity is funded under a grant from the U.S. Department of Education to assist public school personnel with needs related to national origin, race, and sex equity. Training and technical assistance services include: (1) development of procedures to identify students whose language is not English and to assess English language proficiency; (2) development of instructional programs for limited English-proficient students; (3) development of methods for increasing parent and community involvement in schools; (4) development of programs to increase understanding of sex and race bias in curriculum and instruction; (5) identification of sex and race bias and stereotypes in textbooks and materials; (6) use of counseling materials and techniques that do not discriminate on the basis of race, sex, and national origin; and (7) development of discipline procedures that do not discriminate on the basis of sex or race. The Center also holds principals' training workshops as well as an annual desegregation conference.
SOURCE/CONTACT PERSON:	Dr. Ethel Simon-McWilliams Northwest Regional Educational Laboratory 101 S.W. Main Street Suite 500 Portland, Oregon 97204 (503) 275-9500

Educational Lab ID: *NWRL*

NAME: *CHILDREN AT RISK: A RESOURCE AND PLANNING GUIDE FROM THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WISCONSIN.*

KEYWORDS/DESCRIPTORS:

- o programs for at-risk students
- o dropout prevention
- o academic performance

POPULATION SERVED: At-risk students.

DESCRIPTION:

"Children at-risk" are defined in this document as potential dropouts and other students (K-12) whose school achievement, progress toward graduation, or preparation for employment are in serious jeopardy.

These children are usually one or more years behind their age/grade level in reading or mathematics skills. Older (grades 9-12) students are typically three or more credits behind their age/grade level in credits for graduation.

Children At-Risk: A Resource and Planning Guide is a practical tool for planning joint efforts among schools, community agencies, families, and businesses. With the guide they can plan, develop, and manage service networks to meet the health, social, and educational needs of children at risk of school failure.

The primary purpose of this guide is to assist school boards in implementing Wisconsin's new Children At Risk legislation (s118.153, Wis. Stqts.). This guide contains program models, elements of successful programs, and illustrations of steps to effective planning and program design. The appendices contain the statute, administrative rules, program requirements, and reporting forms and procedures. They also include samples of the information from the Wisconsin Department of Public Instruction's survey of school districts to identify promising practices for helping children at risk in their social, personal, and educational development.

This guide identifies linkages among various human services providers which have been found to serve effectively the needs of children at-risk. It also suggests procedures to be used in attracting

NAME: *Children At Risk: A Resource and Planning Guide.* (continued)

provider commitment to a communitywide service network. Since each of Wisconsin's 432 school districts and its respective community is unique, it is important that users of this guide select program models and activities best suited to the children at risk in their own community.

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Educational Lab ID: *NCRL*

NAME:	*CONSULTATION ON ASSESSMENT ISSUES IN EARLY CHILDHOOD EDUCATION*
KEYWORDS/DESCRIPTORS:	o early childhood education and care o program assessment
POPULATION SERVED:	Early childhood educators interested in assessment issues.
DESCRIPTION:	Following the publication of a consumer's guide on assessment in early childhood education, NWREL has been providing consultation on testing issues and test selection for preschool and early primary programs. This consultation focuses mainly on developmental screening, "readiness," and early achievement assessment, although information is also available for family support programs.
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Educational Lab ID: *NWRL*

TECHNICAL ASSISTANCE

NAME: *DETERMINING STUDENT NEEDS THROUGH EFFECTIVE CLASSROOM ASSESSMENT*

KEYWORDS/DESCRIPTORS:
- o classroom instruction
- o classroom assessment

POPULATION SERVED: Teachers interested in practical, time- and labor-saving classroom assessment strategies.

DESCRIPTION: The assessments that count in terms of student learning and academic self-concept are those used by teachers on a day-to-day basis in the classroom. Out of this philosophical perspective, NWREL has developed a series of eight three-hour workshops for teachers on practical, time- and labor-saving classroom assessment strategies. These sessions help teachers focus sharply on valued achievement targets and translate those targets into quality assessments that truly do reflect instructional priorities. A wide range of assessment methods are presented from paper and pencil assessments to performance assessments (observations and professional judgments) to personal communication with students. Using these methods, teachers can focus on the unique needs of youth at risk and tailor instruction to address those needs.

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NAME: *EFFECTIVE MATHEMATICS TEACHING: REMEDIATION STRATEGIES GRADES K-5*

KEYWORDS/DESCRIPTORS:
- o achievement/academic performance
- o task performance
- o school program

POPULATION SERVED: Elementary school teachers.

DESCRIPTION: The purpose of this staff development workshop is to provide K-5 teachers with (1) the diagnostic skills and strategies needed to be more effective in providing remedial mathematics instruction and (2) the understanding and knowledge of techniques needed to be an effective trainer in the use of these methods and strategies. Instruction is provided in diagnosing and remediating students' errors for six strands of mathematics taught in grades K-5: 1) Numeration, 2) Computation, 3) Relations and Functions, 4) Measurement, 5) Geometry, 6) Probability and Statistics/Grouping. The materials used in training workshop participants include the Training Handbook and the Video Cassette (A Diagnostic Approach). These are organized around four competencies that have been identified as fundamental to effective mathematics teaching for both remedial and initial instructions: 1) Knowledge of the Content and Structure of Mathematics, 2) Knowledge of Cognitive/Developmental Theories, 3) Knowledge of Diagnosis; and 4) Knowledge of Instructional Strategies. The workshop lasts two consecutive days for twenty participants who may be either K-5 teachers or supervisors.

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Educational Lab ID: *SEIL*

TECHNICAL ASSISTANCE

NAME: *EFFECTIVE VOCATIONAL EDUCATION*

KEYWORDS/DESCRIPTORS:

- o community involvement
- o school programs
- o unemployment

POPULATION SERVED: State departments of vocational education, regional and district vocational education directors, state advisory councils, business and industry, state JTPA directors.

DESCRIPTION: Although vocational education is meeting the needs of some students, it is falling far short of its potential to prepare the vast majority of youth, especially youth at risk, for the realities of the work force. Among its shortcomings are that it: (1) fails to reach many youth who are in greatest need of work skill preparation; (2) sometimes prepares students for jobs that are vanishing or which have little promise of advancement; (3) fails to adequately prepare people in the basic skills and broader occupational skills needed in a rapidly changing technological society; and (4) often fails to collaborate adequately with business and industry or with other areas of the comprehensive secondary curriculum. NWREL is continuing to promote strategies in which vocational education will more closely link with academic education and in which at-risk youth can better gain vocational preparation. Concurrently, NWREL staff members are identifying innovative districts in the region which have a vision for the future of vocational education;on; NWREL staff will serve as a linkage agent in bringing such districts together to exchange ideas and practices.

SOURCE/CONTACT PERSON:

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TECHNICAL ASSISTANCE

NAME: *LONGITUDINAL EVALUATION OF WASHINGTON'S EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)*

KEYWORDS/DESCRIPTORS:
- o program evaluation
- o early childhood education and care

POPULATION SERVED: Early childhood education and care personnel interested in program assessment.

DESCRIPTION: A database system for monitoring and reporting on ECEAP and Head Start in Washington was developed by NWREL staff including needs assessment, development of a conceptual design, development of a logical design, and development of a physical design consistent with the department's existing hardware. NWREL implemented the database including training of users, establishing a technical support system, and establishing quality control procedures to provide for evaluation of the system and expanding or modifying the system to meet new requests.

SOURCE/CONTACT PERSON:

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Educational Lab ID: *NWRL*

NAME:	*MAKING CHANGE FOR SCHOOL IMPROVEMENT*
KEYWORDS/DESCRIPTORS:	o simulation game o change o equity o implementing programs o staff development
POPULATION SERVED:	Teams and individuals responsible for making change.
DESCRIPTION:	The game is played by teams of three to four people. The teams work together to plan and implement change strategies in a fictional school district. A gameboard and game pieces represent the schools and the people within the school district. The trainer or leader introduces the simulation and hands out feedback cards that tell the teams how they are doing. At the end of the simulation, the leader conducts a discussion of the learning the participants have experienced. Step by step instructions and background materials for the leader are included in each set of Making Change. It takes two to three hours to conduct the simulation. In the process of the play, team members learn to avoid the barriers that typically prevent school improvement and to apply the most effective strategies for promoting positive changes in schools. Rather than simply reading about the research on educational change, this game gives educators the opportunity to actually try out change strategies and see how well they do. Results are enlightening and fun.
SOURCE/CONTACT PERSON:	The NETWORK, Inc. Publications Department 290 South Main Street Andover, MA 01810 (508) 470-0098

Educational Lab ID: *RLNI*

TECHNICAL ASSISTANCE

NAME: *PARENT TRAINING AS AN EFFECTIVE SCHOOLING PRACTICE*

KEYWORDS/DESCRIPTORS:

- o achievement/academic performance
- o parental role

POPULATION SERVED: A variety of groups interested in improving the participation of minority parents in the education of their children, including state education agencies, school districts, teacher and administrator professional organizations, school boards, local PTAs, and other parent and community groups.

DESCRIPTION: There is no doubt that parents have an important role to play in the education of their children. Studies have found that the educational achievement and attainment of children is closely related to the level of education of their parents. Children who are having difficulty learning to read or who are falling behind and are at risk of dropping out often come from homes in which one or both parents had relatively low levels of schooling themselves. Research indicates that low levels of parents' schooling and literacy affect children's reading development and educational achievement. Two separate culturally appropriate parent training packages (one for Black parents, one for Hispanics) are being developed, demonstrated, revised, and prepared for dissemination throughout the Northwest by NWREL staff. In addition, a teacher training workshop to improve communication between teachers and minority parents is being created. As part of the evaluation and revision of the materials, information will be gathered on parents' activities in support of their children's schooling (both at home and with the school) as well as children's school performance.

SOURCE/CONTACT PERSON:

Ms. Karen Wikelund
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(503) 275-9500

Educational Lab ID: *NWRL*

TECHNICAL ASSISTANCE

NAME: *REGIONAL RESOURCE CENTER FOR STUDENTS AT RISK*

KEYWORDS/DESCRIPTORS:

- o school programs
- o technical assistance
- o achievement/academic performance
- o substance abuse
- o dropouts
- o early intervention

POPULATION SERVED: School staff and other individuals interested in issues, programs, and assistance relating to students at risk.

DESCRIPTION: The Regional Resource Center monitors regional needs and resources, disseminates information and products, makes referrals to other agencies, and provides technical assistance. The Center has a collection of nearly 700 reports and documents. This collection of resources has been input into a database which can be searched by keywords relevant to issues and topics relating to students at risk. Currently the list of keywords contains over 150 words.

Upon request we can search our database for the latest information and publications about many topics relating to students at risk of educational failure. Some examples of keywords are. *Characteristics of Students At Risk, Effective Programs, Statistics, Minority Issues, and Staff Development.*

The Center also provides summaries of recent reports and research; identifies and disseminates information on promising approaches and programs for high-risk students; acts as a broker between agencies in the region and nationally; and provides technical assistance on program development and evaluation.

SOURCE/CONTACT PERSON:

Larry F. Guthrie, Director
Students At Risk Program
Far West Laboratory
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(415) 565-3010

Educational Lab ID: *FWL*

TECHNICAL ASSISTANCE

NAME: *STUDENTS AT RISK PROGRAM*

KEYWORDS/DESCRIPTORS:

- o school programs
- o technical assistance
- o achievement/academic performance
- o substance abuse
- o dropouts
- o early intervention

POPULATION SERVED: School staff and other individuals interested in issues, programs, and assistance relating to students at risk.

DESCRIPTION: The Students At Risk Program at Far West Laboratory (FWL) is one of four field services programs designed to serve the region comprised of Arizona, California, Nevada, and Utah. The Program focuses on improving the educational opportunities of students who are least likely to attain their full educational potential. Indications that students are at risk of failure may be found in low achievement, disruptive behavior, teenage pregnancy, or drug and alcohol abuse. Factors frequently associated with these at-risk conditions include poverty, language, family structure, and ethnicity.

School districts, universities, state departments of education, and other agencies use the program's resources, technical assistance, and reports to improve and extend existing programs or to design and initiate new ones. Current research and development activities address issues such as the organization of schools for students at risk, the setup and delivery of programs for potential dropouts, involvement of the private sector in education and the coordination of special services for low achieving students.

SOURCE/CONTACT PERSON:

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TECHNICAL ASSISTANCE

NAME: *SURVEY OF STATE-LEVEL POLICY INITIATIVES ON AT-RISK YOUTH*

KEYWORDS/DESCRIPTORS:

- o dropouts
- o school programs

POPULATION SERVED: Policy makers, school administrators interested in collecting, analyzing, or defining dropout data.

DESCRIPTION: NWREL staff in 1989 conducted a policy survey for the NWREL urban superintendents group to determine for the largest districts in the region how dropouts were being defined, problems faced in collecting and using dropout statistics, types of data considered useful by the districts, and the extent to which the Center for Educational Statistics (CES) national definition of dropouts would fit for these local districts.

SOURCE/CONTACT PERSON:

Dr. Tom Owens
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TECHNICAL ASSISTANCE

NAME: *WESTERN CENTER FOR DRUG-FREE SCHOOLS AND COMMUNITIES*, at Far West Laboratory.

KEYWORDS/DESCRIPTORS:

- o drug and alcohol abuse
- o school programs

POPULATION SERVED: State education agencies, local education agencies, and institutions of higher education interested in prevention and intervention of drug and alcohol abuse.

DESCRIPTION: The Western Center for Drug Free School and Communities was established for the purpose of developing and improving the capacity of state education agencies, local school districts, and institutions of higher education to prevent and eliminate alcohol and other drug abuse in schools. The Center provides services to agencies in California, Oregon, Washington, Idaho, Alaska, Montana, Nevada, Wyoming, Hawaii, and the Pacific Islands. Far West Laboratory (FWL) is responsible for providing services to agencies in northern California and Nevada.

The Center offers training workshops in program planning, needs assessment, evaluation, curricula selection, policy development, school/community collaboration, and student assistance program development. It has available resource materials for review and loan, and provides technical assistance by telephone and limited onsite assistance.

The Western Center coordinates with several state agencies to provide effective prevention strategies to clients. Agencies include: California and Nevada State Departments of Education, California Attorney General's Office, Office of Criminal Justice Planning, the Department of Alcohol and Drug Programs, Bureau of Alcohol and Drug Abuse, and the Department of Motor Vehicles and Public Safety.

The Center also works with institutions of higher education to plan conferences and summer institutes and develops prevention strategies in teacher training programs.

SOURCE/CONTACT PERSON:

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TECHNICAL ASSISTANCE

NAME:	*WESTERN CENTER FOR DRUG-FREE SCHOOLS AND COMMUNITIES*, at the Northwest Regional Educational Laboratory
KEYWORDS/DESCRIPTORS:	o drug and alcohol abuse o school programs
POPULATION SERVED:	State education agencies, local education agencies, and institutions of higher education interested in prevention and intervention of drug and alcohol abuse.
DESCRIPTION:	In October, 1987, the U.S. Department of Education signed a cooperative agreement with NWREL to operate the Western Center for Drug-Free Schools and Communities. The purpose of the Center is to develop and improve the capacity of state education agencies, local education agencies, and institutions of higher education to prevent and eliminate alcohol and drug abuse in schools. The Center provides services to the western region including Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, and the Pacific Islands. Services available from the Center include: (1) training for school teams to assess local problems and needs to plan and institutionalize long-term, effective drug and alcohol abuse programs; (2) technical consultations from Center staff tailored to states' and districts' own programs and access to brokered assistance provided by the Western Resource Network of school districts with exemplary programs; (3) access to a Regional Resource Materials Center, a database of materials, curricula, model programs, and research syntheses that focus on alcohol and drug abuse prevention; and (4) co-sponsorship of conferences and meetings to share current findings and resources in alcohol and drug abuse prevention. (5) policy issues and options involved in establishing a framework for a student substance abuse policy; and (6) quarterly newsletter.
SOURCE/CONTACT PERSON:	Ms. Judith A. Johnson Northwest Regional Educational Laboratory 101 S.W. Main Street Suite 500 Portland, Oregon 97204 (503) 275-9500

Educational Lab ID: *NWRL*

TECHNICAL ASSISTANCE